

THE OVERVIEW MODULE 1 – PARTS 1-3

FACILITATOR'S GUIDE

Purpose

This guide is to aid facilitators in facilitating the process of change in local, regional and state school districts as Montana moves forward in the implementation of the Montana Common Core Standards.

Time and Materials Organization

The Overview Module 1 is organized into three parts for possible modification in length to accommodate various audiences and time allowances. The three parts should take approximately 30 minutes to one hour to complete. The time allotted and materials used for each workshop should be chosen in collaboration with the facilitator and lead district/school personnel to best meet the needs and purpose for the intended audience.

- Part 1: Journey to Montana Common Core Standards – Slides 1-16
- Part 2: Structure and Content of the Standards – Slides 17-28
- Part 3: Assessment of Student Learning – Slides 29- 41

Suggestions

- Be Prepared!
- Be an ambassador and an advocate for the Montana Common Core Standards Implementation.
- Greet the participants as they enter and visit with them.
- Make time for reflection, questions and next steps.
- Distribute the Postcard with link to documents, webinars and resources.
- Use a “Parking Lot” to write concerns that will need to be addressed later.
- Use the Review, Preview, Big View process outlined in The Secrets of Facilitation: The S.M.A.R.T. Guide to Getting Results with Groups by Michael Wilkinson.
- Other techniques from The Secrets of Facilitation:
 - Facilitation is used to build understanding; to meet a specific purpose or accomplish a result and/or help participants flow through a series of predefined steps.
 - The role of a facilitator is to be a motivator, guide, clairvoyant, peacemaker, questioner, taskmaster, bridge builder and someone who praises others.

- Facilitators care about people, want to help, put their egos aside, have the intention of the soul and seek an outcome that will maximize the group's buy-in and success.

Facilitator Notes

The following pages include facilitator notes for each part and comprise of the session description, expected outcomes, agenda, time, audience, materials, introduction, and specific notes for each slide.

- If Part 1 is separate from the Parts 2 and 3, please include slides 39-41 at the end of the workshop.
- If Part 2 is separate from Parts 1 and 3, please include slides 1-2, and 5 at the beginning and slides 39-41 at the end of the workshop.
- If Part 3 is separate from Parts 1 and 2, please include slides 1-2 and 5 at the beginning of the workshop.



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The Overview Module 1

Part 1: Journey to Montana Common Core Standards

Session Description

Participants will examine the journey from the Common Core State Standards Initiative to the adoption of Montana Common Core Standards as well as an overview of the Montana Common Core Standards and Assessment.

Expected Outcomes

- Participants will understand the process Montana underwent to review, amend, and adopt the Montana Common Core Standards.
- Participants will identify Indian Education for All standards within the Montana Common Core document.
- Participants will identify the Montana Process and timeline for implementation of the Montana Common Core Standards.
- Participants will discuss the relationship between standards, curriculum, instruction and assessment.

Agenda

- Introduction (Slides 1-2, approximately 5 minutes)
- Exploring Overview (Slides 3-14, approximately 20 minutes)
- Whole Group Discussion/ Activity (Slides 15-16, approximately 15 minutes)

Continue on to Part 2. Otherwise use the following slides to bring closure to Part 1.

- Reflection and Closing (Slides 40-42, approximately 15 minutes)

Time

- 45-60 minutes

Audience

- Designed to be used as an introduction to the Montana Common Core Standards and Assessment with groups of educational professionals.

Materials

- Overview PowerPoint
- Grade-Band K-12 ELA and Math Standards Documents
- "Most Notable" Record Sheet
- Getting Ready Postcard

The following may be distributed at the end of either Part 1 or Part 3:

- Getting Ready Postcard
- Montana Common Core Standards and Assessment Factsheet
- Common Core Brief for Administrators
- Common Core Brief for Teachers
- Common Core Brief for Parents



Introduction (5 minutes)

Slide 1 Purpose of the Montana Common Core Standards

Display this slide while participants are entering the room. Be sure to allow a moment for reading as it sets the tone for the training.

Say, "The Montana Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects, Mathematical Practice and Mathematics was adopted by the Montana Board of Education, November 4, 2011.

There is excitement and energy around this adoption.

Why is there excitement? This is a time when several events have been put into motion a clear set of expectations for students to be college and career ready. Imagine that together we create a system where more students can be engaged in learning, more students graduate, have more earning power and opportunities than ever before. We are the ones who can collaboratively create this system. Some of you have already started with Graduation Matters."

Say, "In this session we are going to begin exploring an overview of the Montana Common Core Standards (MCCS). Please take time to carefully consider the purpose statement of the Montana Common Core Standards."

Slide 2 Montana Common Core Overview Module 1

Welcome. I am _____. Joining me is _____.

Say, "This is the first part of a three-part Montana Common Core Standards Overview Module. In this session we are going to begin exploring an overview of the Montana Common Core Standards. Please take time to carefully consider the purpose statement on the previous slide."

Distribute the "Most Notable" record sheet.

Ask the participants to use the record sheet during the presentation. The information will be used as part of our reflection and responses to questions.

Exploring Overview (20 minutes)

Slide 3 Overview Topic- Journey to Montana Common Core Standards

Say, "The time you are investing during this workshop is very important to the work of all stakeholders (schools, districts, professional organizations, families, businesses, community members) who will be collaborating in this state-wide effort.

The purpose of Part 1 is to build an understanding of the journey Montana has taken to adopt the Montana Common Core Standards."

Slide 4 Common Core State Standards Initiative

Say, "The journey to the Montana Common Core Standards began with the Common Core State Standards Initiative.

The Council of Chief State School Officers, the national organization that our Superintendent belongs to, and the National Governors Association, organized the initiative to produce a set of common standards for states that would meet student and national needs.

The memorandum of agreement that was signed by Superintendent Juneau and Governor Schweitzer was not an agreement to adopt but an agreement to be part of the review process.



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Starting in July 2009, Pre-K through postsecondary educators from across the state gathered to review the drafts and send in feedback.

The first drafts were college and career ready expectations that were used as the anchor for the K-12 standards.

There were many changes from the first draft, and some were a result of feedback from Montana educators.

The K-12 Common Core State Standards final version was completed in June 2010."

Slide 5 Common Core State Standards: A New Foundation for Student Success

This is an embedded video from the Hunt Institute

<http://www.youtube.com/user/TheHuntInstitute>

NOTE: This is one of many videos available from the Hunt Institute. The other videos are from the writing team and address English Language Arts, Mathematics ...

Watch a video clip from The Hunt Institute on the Common Core Standards, preparing students to be college and career ready.

Ask, "What does this mean for Montana?"

Slide 6 Common Core State Standards Initiative Criteria

Say, "The authors of the Common Core State Standards were given the challenge to meet this set of criteria. Now the challenge is to hold true to the criteria when aligning and implementing the standards.

As presented in the video clip:

- The criteria for fewer and clearer standards resulted in a set of standards that emphasize focus and coherence.
 - A group wrote the college and career expectations prior to the K-12 standards as anchor standards. The intent was to make certain all students were ready upon graduation for any post secondary and/or career they chose.
 - In order for all students to be successful in a global society, the standards were internationally benchmarked as well as research- and evidence-based."
- (If time permits, ask for reactions and comments, then discuss or post them)

Slide 7 Common Core Adoptions

Say, "This map from corestandards.org depicts a visually appealing representation of those states that have adopted as of November 2011.

- Minnesota has only adopted the ELA not the math Common Core.
- Texas, Alaska (which did not sign the memorandum of agreement), along with Nebraska and Virginia, have declared they will not adopt at this time."

Slide 8 Statement

Say, "This statement, which centers on students, was drafted by Montana educators to capture the purpose of the proposed Montana Common Core Standards - high expectations for learning and achievement to be competitive at all levels."



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Slide 9 Common Core is Right for Montana

Say, “Standards are targets for what students need to know, understand, and be able to do. Standards are a first step – a key building block – in providing our young people with a high-quality education that will prepare them for success in college and career.

- Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
- The proposed Montana Common Core Standards will help ensure that students are receiving a high-quality education consistently, from school to school and state to state.
- Above all, these standards speak to Montana’s values and priorities which include Indian Education for All.”

Slide 10 Montana’s Legal, Ethical, Instructional Responsibility

Say, “Knowing that Montana has a legal, ethical, and instructional responsibility, a process for inclusion of Indian Education into the proposed Montana Common Core Standards began in January 2011.

- Nominations and selection of a working team were based on educators’ expertise in content and Indian Education. In addition, grade level and regional representation was considered in creating this working team.
- In February, the working team of educators was brought together for a three-day meeting. They reviewed the document and discussed and determined the most meaningful, purposeful, and culturally significant placement of Indian Education statements within the content of the standards.
- February through March, the documents were reviewed by the working team, other educators, the OPI Indian Education Division, and Curriculum and Instruction Division. The Indian Education Division sought authentic contemporary examples to supplement the included content.”
- The process established for all OPI Indian Education products was followed when representatives from the Montana Advisory Council on Indian Education (MACIE) met in March to review and edit the Indian Education content in both Mathematics and ELA standards documents.

Slide 11 Montana’s Legal, Ethical, Instructional Responsibility

Say, “In May a report and this recommendation by Ms. Norma Bixby, MACIE representative, were given to the Board of Public Education regarding the included Indian Education content.

- The OPI Indian Education Division, Curriculum and Instruction Division, and Montana content and Indian Education experts will draft a companion guide to assist districts/schools and teachers in implementing Indian Education Standards. The companion guide will then be vetted by the Montana Advisory Council on Indian Education (MACIE) as a valuable resource.
- Ask how many participants have taken IEFA course work and/or workshops.
- Encourage them to take workshops and course work offered through the Regional Service Areas.”



Slide 12 The Montana Process

Say, “Montana took a purposeful route in the consideration of adopting the Common Core State Standards.

- A three-part comparison of the current Montana standards to the Common Core State Standards was conducted.
- This process allowed a close examination to determine if the CCSS were appropriate for Montana students. The result of the analysis was positive. Therefore, Montana is moving forward, first by meeting the constitutional mandate to integrate Indian Education and then by proceeding with the adoption process.
- The analysis report can be found on the OPI Website.
- The conclusion was that the set of Common Core State Standards represent what Montana students should know and be able to do.
- The Montana Board of Public Education (BPE), created by the Montana Constitution to exercise general supervision over the elementary and secondary schools of Montana, has the responsibility for adopting standards.
- The BPE has been informed and taking action on the process since 2009; this graphic shows the process since May 2011.
- November 4, 2011, the BPE adopted the Montana Common Core Standards which are the exact wording of the Common Core State Standards with the addition of Indian Education standards.
- Full implementation and accountability through assessment of the standards will follow in 2013 and 2015.”

Slide 13 Timeline

Say, “After the approval process is complete, the OPI will provide materials and resources and work with districts and schools in each phase of the timeline.

- This is a general timeline for implementation, SMARTER Balanced Assessment Consortium (SBAC), alignment of curriculum, instruction, assessment and accountability.

An implementation overview, as well as detailed plans, will be available to support districts and schools during implementation and will be posted on the OPI Webpage, which can be found on the Getting Ready Postcard.

Slide 14 Picture (Optional)

Take a few minutes to enjoy the photograph of Montana; a breather from the dense content.

Whole Group Discussion/ Activity (15 minutes)

Slide 15 How are these components related in Standards-Based Education

Say, “Please represent the relationship between the four components; figuratively, graphically, or as a picture. After completing your representation, please share it with your neighbors.” (Take about 5 minutes, and then come back together for a group discussion.)

NOTE: The purpose of this activity is so that everyone is “on the same page” when using these terms. Sample definitions are:



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- Standards-define what students must know and be able to do (as opposed to a list of topics or chapters in a book)
- Curriculum-is how the standards are organized to be taught (sequence, scope, etc.)
- Instruction-is the various strategies/methods used to teach the standards (dependent upon achievement, assessment, learning targets, etc.)
- Assessment-is the measurements of student performance based on the expectations outlined in the standards (formative, interim, summative, etc.)

There is no “right” relationship, but the standards should drive the curriculum, and the curriculum should drive the assessment and instruction. All of these should be student-centered.

Slide 16 Reflection Questions

Discuss each question.

NOTE: Teachers, counselors, administrators, paraprofessionals, etc. all require a level of knowledge about this dynamic process. Not an easy task or one that is mastered in a short period of time or without support.

Content Standards define what students must know and be able to do (as opposed to a list of topics or chapters in a book); define the parameters of the three main components of standards-based education.

CURRICULUM –organization of standards into a plan that describes the manner (sequence, for how long) in which the standards will be taught.

INSTRUCTION – various strategies/methods used to teach the standards, dependent on students’ achievement, learning targets, etc.

ASSESSMENT – Measurements of student performance based on the expectations outlined in the standards consist of a variety of formats and are formative, interim and summative.

All three elements must be implemented in a dynamic, rather than static fashion. For example, curriculum must be reviewed and revised on a regular cycle and this work is informed by instruction and assessment data/information. Results from assessment should inform instruction and, over time, the revision of the curriculum.

Students also inform all three components, not all students are the same, demands that student achievement and progress inform the three elements of this dynamic process.

Shift thinking from “I cover that standard” to “I have evidence from my curriculum, instruction, and assessments that show the students know and can do what is outlined in the standards.” It is rare that an individual will innately know how to implement, evaluate, and/or support this dynamic process. It requires initial professional development; practice of implementation coupled with self and group reflection, and continued PD that repeats the process.



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Reflection and Closing (5 minutes)

NOTE: If Part 1 ends and Parts 2 and 3 are separate use these slides.

If you have not already done so, distribute the following:

- Getty Ready Postcard
- Montana Common Core Standards and Assessment Factsheet
- Common Core Brief for Administrators
- Common Core Brief for Teachers
- Common Core Brief for Parents

Slide 40 Quote

Say, “Superintendent Juneau states that ‘Public education is open to all children-no matter their ability, heritage, or economic background. It is the promise of our future.’ ”

Slide 41 3-2-1 Reflection

Say, “Using the “Most Notable” record sheet please get in groups to discuss the three things you learned today. The two pieces of prior knowledge that was confirmed today, and the one fact you will share with a colleague. Each group will then share one statement with the whole group.

If you still have a “burning” question, please write it on the index card in your folder and hand it to one of the presenters. We will make certain we answer these questions before you leave.

OR

Participants can turn to their neighbor and respond, or within their group, or write it down.

If time permits have a few people share their responses.

Slide 42 Contact Information

Encourage participants to contact Jean Howard, Cynthia Green, and/or Judy Snow if they have questions.

Remind them of the Postcard and link where Webinars and a plethora of resources will continually be added to support their work.



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The Overview Module 1

Part 2: Structure and Content of the Standards

Session Description

Participants will examine the structure of the Montana Common Core Standards in Mathematics and English Language Arts and Literacy in History/Social Studies, Science and Technical subjects, as well as, explore the "shifts" in the standards.

Expected Outcomes

- Participants will understand the structure of the Montana Common Core Standards.
- Participants will recognize the differences in vocabulary descriptors between mathematics and English language arts.
- Participants will explore the shifts that occur in mathematics and English language arts.

Agenda

If Part 2 is a separate presentation from Part 1, include the introduction.

- Introduction (Slides 1-2 and 5, approximately 5 minutes)

If Part 2 is a continuation of Part 1, begin with slide 17

- Introduction (Slide 17, approximately 2 minutes)
- Overview, Shifts, Progressions Structure, of the documents (Slides 18-28, approximately 30 minutes)

Continue on to Part 3. Otherwise use the following slides to bring closure to Part 2.

- Reflection and Closing (Slides 40-42, approximately 15 minutes)

Time

- 45-60 minutes

Audience

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Materials

- Overview PowerPoint (make certain that the embedded video clip is located in the same file or on the same computer to show)
- Grade-Band K-12 ELA and Math Standards Documents
- Handout A: Shifts in ELA & Math (2)
- Handout B: ELA Learning Progressions
- Handout C: Math Learning Progressions
- Handout D: ELA Document Structure including IEFA standards
- Handout E: Math Document Structure including IEFA standards
- Handout F: Mathematical Practice Grouping Chart



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Introduction (5 minutes)

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Say, "In this session we are going to begin exploring an overview of the Montana Common Core Standards (MCCS). Please take time to carefully consider the purpose statement of the Montana Common Core Standards."

Slide 2 Montana Common Core Overview Module 1

Welcome. I am _____. Joining me is _____.

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Slide 5 Common Core State Standards: A New Foundation for Student Success

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Ask, "What does this mean for Montana?"

Introduction (2 minutes)

Slide 17 Topics

Say, "Part 2 of the workshop is about the structure of the Montana Common Core Standards in Mathematics and English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, the shifts, and learning progressions."

Overview: Shifts, Progressions Structure (30 minutes)

Slide 18 ELA Common Core Structure

Say, "The ELA standards are organized into the strands you see on this page.

- K–5 and 6–12 ELA have strands in Reading, Writing, Speaking and Listening, and Language.
- 6–12 history/ social studies, science, and technical subjects have strands that focus on Reading and Writing.
- There are three appendices that accompany the standards document that will aid teachers in teaching these strands.
 - Appendix A details the foundational concepts of the standards
 - Appendix B explains reading expectations and provides annotated examples
 - Appendix C explains writing expectations and provides annotated examples."

Slide 19 Mathematics Common Core Structure

Say, "The structure of the Math standards document has similarities and differences compared to the ELA document.

Refer to their document: The introduction is important in giving the foundation and intent of the standards.

Mathematical Practice for all grades are listed on every grade level overview page because students are expected to integrate mathematical practice with content daily.

K-8 is organized by grade level and 9-12 is organized by conceptual categories because 9-12 is arranged by course not by grade level. The standards are not organized by course as you can see by the categories such as functions and modeling. The organization and sequence of categories into courses is a local decision and Appendix A gives guidance in the organization and sequence of the standards."

Slide 20 Specific Grade Level Expectations

Say, "There are some shifts that will occur with these new standards.

- The most evident shift is the organization and explicit standards at each grade level.



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- For ELA, informational text is now included. In fact, there should be a balance of literature and informational text that is being read by the teachers and students starting in kindergarten.
- A great deal more writing is also expected.
- Because middle and high schools are often departmentalized in all subject areas, all teachers of each subject are expected to include literacy for students to be proficient.
- The reason, all teachers, is due to the fact Technical subjects include any subject or course work with subject-specific language (mathematics, consumer science, physical education, career-technical education, etc.)
- For Mathematics, there are specific Mathematical Practices such as perseverance and problem solving, reasoning, communication, attention to precision; the process and proficiencies that are key to learning and applying mathematics.
- Focus goes back to the criteria for fewer and clearer standards. Each grade level includes a set of 2 – 4 critical areas to bring focus as students progress through their learning of mathematics. The big ideas that cross the K-8 provide focused, clear, and rigorous content standards.
- Coherence is clear through the organization of the standards by topic or domain rather than a long list.
- These new standards build deep understanding. They clearly state the progression of mathematical practices and content from concrete to abstract application.
- Please consider how the standards might confirm what you already teach or how it might inform changes in your instruction.

Slide 21 Six Major Shifts in ELA/Literacy

Adapted from Common Core “Shifts” originally published by *engage,ny*, and the Oregon Dept. of Education

Distribute Handout A: Shifts in ELA & Math.

Say, “Shift 1: Grades K-5 Balancing Informational and Literary Texts- Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world- science, social studies, the arts and literature – through text. At least 50 percent of what students read is informational.

Shift 2: Grades 6-12 Knowledge in the Content Areas- Content area teachers outside of the ELA classroom emphasizes literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms- rather than referring to the text, they are expected to learn from what they read.

Shift 3: Grade-level Text Complexity- In order to prepare students for the complexity of college and career-ready texts, each grade level requires a “step” of growth on the “staircase.” All students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that the text is possible for students reading below grade level to read.

Shift 4: Text-Based Answers- Students have rich and rigorous conversations which are dependent on all students reading a common text. Teachers insist that classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on the text both in conversation as well as in writing, to assess their comprehension of a text.



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Shift 5: Writing from Sources- Writing needs to emphasize the use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualize prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

Shift 6: Academic Vocabulary- Students constantly build the vocabulary they need to be able to access grade-level complex texts; by focusing strategically on comprehension of pivotal and commonly found words. Teachers constantly build students' ability to access more complex texts across the content areas."

Slide 22 Six Major Shifts in Mathematics

Adapted from Common Core "Shifts" originally published by *engage ny*, and the Oregon Dept. of Education

Refer to Handout A: Shifts in ELA & Math and Handout F: Mathematical Practice Grouping Chart

Say, "Shift 1: Similar to the Oregon standards in Mathematics, the intent of the CCSSM is to narrowly and deeply focus the time and energy spent in the math classroom. The CCSSM emphasizes concepts prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.

Shift 2: Deep conceptual understanding of core content at each grade is critical for student success in subsequent years. Each standard is not a new event, but an extension of previous learning. Principals and teachers carefully connect the learning within and across grades. For example, fractions and multiplication build across grade levels and students can scaffold new understanding onto foundations built in previous years.

Shift 3: The CCSSM defines the knowledge and skills students need to develop as part of their K–12 education in order to graduate from high school able to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. The standards were written to be aligned with college and work expectations, include rigorous content and application of knowledge through high-order skills, and were informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.

Shift 4: NOTE: Refer to the Mathematical Practices Graphic Handout. The Standards for Mathematical Practice describe the variety of expertise that mathematics educators at all levels should seek to develop in their students, and that should be emphasized along with the CCSSM grade-level standards. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. Teachers teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives so that they see math as more than a set of mnemonics or discrete procedures.

Shift 5: Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. The CCSSM increases emphasis on the process of modeling which includes choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Students are expected to use math and choose the appropriate mathematical model even when they are not prompted to do so. Teachers at all grade levels should identify opportunities for students to apply math concepts in "real world" situations.



Shift 6: Students are both practicing and understanding mathematics. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in authentic practice and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding is driven by the specific mathematical concept and there, varies throughout a given school year.”

Slide 23 Photograph (optional)

Take a few minutes to enjoy the photograph of Montana; a breather from the dense content.

Slide 24 ELA Learning Progressions

Distribute Handout B: ELA Learning Progressions Chart.

Say, “This chart shows a focus on foundational skills grades K-5 in English Language Arts. K-5 students are expected to read a balance of complex literature and informational texts. Students in K-5 also use a balance while writing opinion, informational and narrative forms. Speaking and listening, as well as language standards, are a focus for all grades K-12.

Grades 6-12 focus on reading literature, informational text, and literacy in History/Social Studies, Science, and other Technical Subjects. By grades 9-12 there is an expectation that 70 percent of the text students are reading is informational including literary nonfiction.

Slide 25 Mathematics Learning Progressions

Distribute Handout C: Math Learning Progressions Chart

Say, “Similar to Montana's most recent standards there are four broad areas (not strands, domains, or conceptual categories) although the progression is different.

The progression is listed by Domains—width of area does not represent the emphasis.

For example, Counting and Cardinality is only in kindergarten and has more time than the Geometry domain.

Number and Operations in Base Ten is big idea and completed by grade 5 in order to make sense of and focus on ratio and proportion in grades 6-7.

Please remember to understand the content, expectations and progression. It is imperative that everyone continue to participate in professional development.”

Slide 26 Standards Vocabulary

Say, “The standards are broken into different sectors. The terminology is different between ELA and mathematics, while the format is the same.

You will see in the following slides where these fit in specifically as related to the individual standards structure.”



Slide 27 ELA Document Sample

Distribute Handout D: ELA Document Structure including IEFA standards.

Say, “This is a snapshot of the structure to help with vocabulary which will be the same when you examine other grade levels, other strands and literacy in History/Social Studies, Science and Technical subjects.

This is a portion of a page from the grade 4 Montana Common Core Standards.

- The underlined heading gives us the strand (mouse click).
- The bold face heading gives us the topic (mouse click).
- The numbered statements are the standards (mouse click). The same is true for math. Within the document, all numbered statements are standards.

To understand the structure and content fully, an in-depth look at the document is necessary. This examination will occur in the breakout sessions and/or at other workshops.”

Slide 28 Math Document Sample

Distribute Handout E: Math Document Structure including IEFA standards.

Say, “This is a snapshot of the structure to help with vocabulary which will be the same when you examine other grade levels, including the conceptual categories in high school.

This is a portion of a page from the grade 6 Montana Common Core Standards.

The specific standards are identified by the number (mouse click).

The standards are organized by domains and then in clusters (mouse click)
To understand the structure and content fully, an in-depth look at the document is necessary. This examination will occur in the breakout sessions and/or at other workshops.



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Reflection and Closing (5 minutes)

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If you have not already done so, distribute the following:

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Slide 40 Quote

Say, "Superintendent Juneau states that 'Public education is open to all children-no matter their ability, heritage, or economic background. It is the promise of our future.' "

Slide 41 3-2-1 Reflection

Say, "Using the "Most Notable" record sheet please get in groups to discuss the three things you learned today. The two pieces of prior knowledge that was confirmed today, and the one fact you will share with a colleague. Each group will then share one statement with the whole group.

If you still have a "burning" question, please write it on the index card in your folder and hand it to one of the presenters. We will make certain we answer these questions before you leave.

OR

Participants can turn to their neighbor and respond, or within their group, or write it down.

If time permits have a few people share their responses.

Slide 42 Contact Information

Encourage participants to contact Jean Howard, Cynthia Green, and/or Judy Snow if they have questions.

Remind them of the Postcard and link where Webinars and a plethora of resources will continually be added to support their work.



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The Overview Module 1

Part 3: Assessment of Student Learning

Session Description

Participants will build awareness of the SMARTER Balanced Assessment Consortium as well as understand current and upcoming assessment systems and changes.

Expected Outcomes

- Participants will understand the SMARTER Balanced Assessment Consortium consists of 31 states currently. Washington is the fiscal agent for the consortium. Montana is a governing state.
- Participants will recognize that MontCAS will continue through 2013 with field test items added.
- Participants will realize that a summative assessment will replace the MontCAS assessment in 2014 once full implementation is achieved with the Montana Common Core Standards.

Agenda

If Part 3 is a separate presentation from Parts 1 and 2, include the introduction.

- Introduction (Slides 1-2 and 5, approximately 5 minutes)

If Part 3 is a continuation of Parts 1 and 2, begin with slide 29

- Introduction (Slide 29, approximately 2 minutes)
- Purpose, Benefits, and Components of SMARTER (Slides 30-37, approximately 15 minutes)
- MontCAS (Slides 38-39 approximately, 10 minutes)
- Reflection and Closing (Slides 40-42, approximately 15 minutes)

Time

- 45-60 minutes

Audience

- Designed to be used as an introduction to the Montana Common Core Standards and Assessment with groups of educational professionals.

Materials

- Overview PowerPoint (make certain that the embedded video clip is located in the same file or on the same computer to access the material)
- Handout A: SBAC Summary
- Handout B: SBAC Factsheet
- Handout C: SMARTER Summative Assessment



The following may be distributed at the end of Part 1, Part 2 or Part 3:

- Getting Ready Postcard
- Montana Common Core Standards and Assessment Factsheet
- Common Core Brief for Administrators
- Common Core Brief for Teachers
- Common Core Brief for Parents

Introduction (5 minutes)

NOTE: If Part 3 is a separate presentation from Parts 1 and Part 2, include the introduction slides. If Part 3 is a continuation of Part 2, start with slide 29.

Slide 1 Purpose of the Montana Common Core Standards

Display this slide while participants are entering the room. Be sure to allow a moment for reading as it sets the tone for the training.

Say, "The Montana Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects, Mathematical Practice and Mathematics was adopted by the Montana Board of Education, November 4, 2011. There is excitement and energy around this adoption.

Why is there excitement? This is a time when several events have been put into motion a clear set of expectations for students to be college and career ready. Imagine that together we create a system where more students can be engaged in learning, more students graduate, have more earning power and opportunities than ever before. We are the ones who can collaboratively create this system. Some of you have already started with Graduation Matters."

Say, "In this session we are going to begin exploring an overview of the Montana Common Core Standards (MCCS). Please take time to carefully consider the purpose statement of the Montana Common Core Standards."

Slide 2 Montana Common Core Overview Module 1

Welcome. I am _____. Joining me is _____.

Say, "This is the first part of a three-part Montana Common Core Standards Overview Module. In this session we are going to begin exploring an overview of the Montana Common Core Standards. Please take time to carefully consider the purpose statement on the previous slide."

Distribute the "Most Notable" record sheet.

Ask the participants to use the record sheet during the presentation. The information will be used as part of our reflection and responses to questions.

Slide 5 Common Core State Standards: A New Foundation for Student Success

This is an embedded video from the Hunt Institute

<http://www.youtube.com/user/TheHuntInstitute>

NOTE: This is one of many videos available from the Hunt Institute. The other videos are from the writing team and address English Language Arts, Mathematics ...

Watch a video clip from The Hunt Institute on the Common Core Standards, preparing students to be college and career ready. **Ask**, "What does this mean for Montana?"



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Introduction (2mintues)

Slide 29 Topics

Say, “Part 2 of the workshop is about the relationship between standards and assessment. The purpose is to increase awareness of the SMARTER Balanced Assessment Consortium as well as understand current and upcoming assessment systems and changes.”

Slide 30 Parachute

Say, “Minds are like parachutes. They only function when they are open.” Please keep your mind open like a parachute as we talk about assessment.”

NOTE: Sir James Dewar (1842-1923) was a chemist and physicist, best known for his work with low-temperature phenomena.

He invented the Dewar flask or thermos (1892) and co-invented cordite (1889), a smokeless gunpowder, with Sir Frederick Abel. His discovery (1905) that cooled charcoal can be used to help create high vacuums later proved useful in atomic physics. Dewar was knighted in 1904.

Purpose, Benefits, and Components of SMARTER (15 minutes)

Slide 31 SMARTER Introduction

Say, “To support the instruction and the aligned assessment of the proposed Montana Common Core Standards, Montana is a member of the SMARTER Balanced Assessment Consortium. The consortium began with a call for Race to the Top grant proposals for multi state assessment consortia. In the spring of 2010, Montana signed a memorandum of understanding with 30 other states to apply for one of the grants. In September of 2010, SMARTER was awarded a grant. Much work on the part of all member states was required to apply for the grant and during the summer, as we awaited news, work continued. To remain in the consortium, each state needs to adopt the Common Core State Standards by the end of 2011.”

Slide 32 Purpose of the Consortium

Say, “The consortium will develop a set of assessments for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards to support college and career readiness for all students.

The assessments will begin operation in school year 2014-15.”

Slide 33 Benefits of a Multi-State Consortium

Say, “There are many advantages to a multi-state consortium, one of which is a wide range of expertise and experience and collective wisdom.

In addition, work sharing and collaboration results are more efficient and less expensive.

Open –source software for the test items and standards for developing them will provide greater flexibility. Currently, items reside in test contractor software, so even when states own the items, they are not easily transferred to different formats such as Braille.

Accommodations and administrative procedures for students with special needs will be built into the systems.”



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Slide 34 Photograph (Optional)

Take a few minutes to enjoy the photograph of Montana; a breather from the dense content.

Slide 35 SMARTER States

Say, “31 states are members of SMARTER. The green states are governing states. As you can see, Montana is a governing state. In that role, Montana votes on all issues and also co-chairs a committee (called a work group). And, you can see there is plenty of representation from the western United States. In fact, the state of Washington is the fiscal agent for the \$160 million grant.”

Slide 36 Assessment System Components

Say, “The interim and summative assessments developed by SMARTER will be adaptive online assessments (sometimes called Computer Adaptive Testing {CAT}). This means they will adapt to individual student responses and needs.

- Adapting to an individual response means that an answer to a question by a student determines the next question (or questions) the student is presented to answer. In this way, adaptive testing provides an accurate measure of what a student knows and can do.
- Adaptive testing also facilitates adapting to students’ needs such as accommodations. Large print, for example, will be provided to students who need large print.

And, finally on this slide is the definition of a balanced assessment system which is an integral part of the standards. Both the assessment components and instruction are aligned to the standards, the same standards, the same grade-specific standards.

Interim assessments, which occur after a segment of learning, are less detailed. SMARTER’s interim assessments will be adaptive online. They are optional. Districts and schools may choose to use them as their interim assessments. The cost estimate is \$7 per student for four assessments per student per school year. Both English Language Arts and Math are included in that estimate.”

Slide 37 Photograph (Optional)

Take a few minutes to enjoy the photograph of Montana; a breather from the dense content.

MontCAS (10 minutes)

Slide 38 Assessment Between Now and School Year 2014-15

Say, “Until school year 2014-15, the Criterion-Referenced Test (CRT) will continue to be administered, and reporting will remain the same.

The CRT is currently aligned to the approved standards that were in place during the initial development of the CRT beginning in 2002-03. The CRT will continue to be aligned to those standards and administered through school year 2013-14.

Field test items, however, will be aligned to the proposed Montana Common Core Standards and will be progressively released so that educators will have access to the items.”



Slide 39 To learn more ...

Distribute set of three SMARTER or SBAC Handouts A-C

Say,

1. The state of Washington is the fiscal agent for the Consortium. Information about SMARTER can be found on Washington's Website listed above.
2. The proposed standards and resources can be found at the links on the slide.
3. In addition to this recorded presentation being online, you will also find the PowerPoint with the script at the same location. We plan to periodically record new, more detailed presentations and will post them at this location. Other resources will also be posted.
4. The page for the 2012 assessment conference is under construction. It will be at the link listed on the slide.

Reflection and Closing (5 minutes)

NOTE: If Part 1 ends and Parts 2 and 3 are separate use these slides.

If you have not already done so, distribute the following:

- Getting Ready Postcard
- Montana Common Core Standards and Assessment Factsheet
- Common Core Brief for Administrators
- Common Core Brief for Teachers
- Common Core Brief for Parents

Slide 40 Quote

Say, "Superintendent Juneau states that 'Public education is open to all children-no matter their ability, heritage, or economic background. It is the promise of our future.' "

Slide 41 3-2-1 Reflection

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